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ABSTRACT

This issue of the "Hoosier Schoolmaster of the Seventies" has as its theme "The Reading Effectiveness Program." The contents include: "Superintendent's Message," which discusses the Indiana Department of Public Instruction's commitment to improving the reading skill of Indiana citizens; "Teaching the Disadvantaged," which looks at the linguistic, physiological, psychological, and cultural aspects of how children learn and discusses factors to be considered in planning an effective reading approach; "The Reading Effectiveness Program," which discusses necessary components of an effective reading program, staff development, the Indiana Right to Read program, and statewide diagnosis; "For the Price of a Paperback," which discusses a successful sixth-grade individualized reading program; "The Affective Factor in the Teaching of Reading," which presents incentives for integrating the cognitive and affective domains in reading instruction; and "Short Items," which briefly discusses current events related to education in Indiana. (WR)

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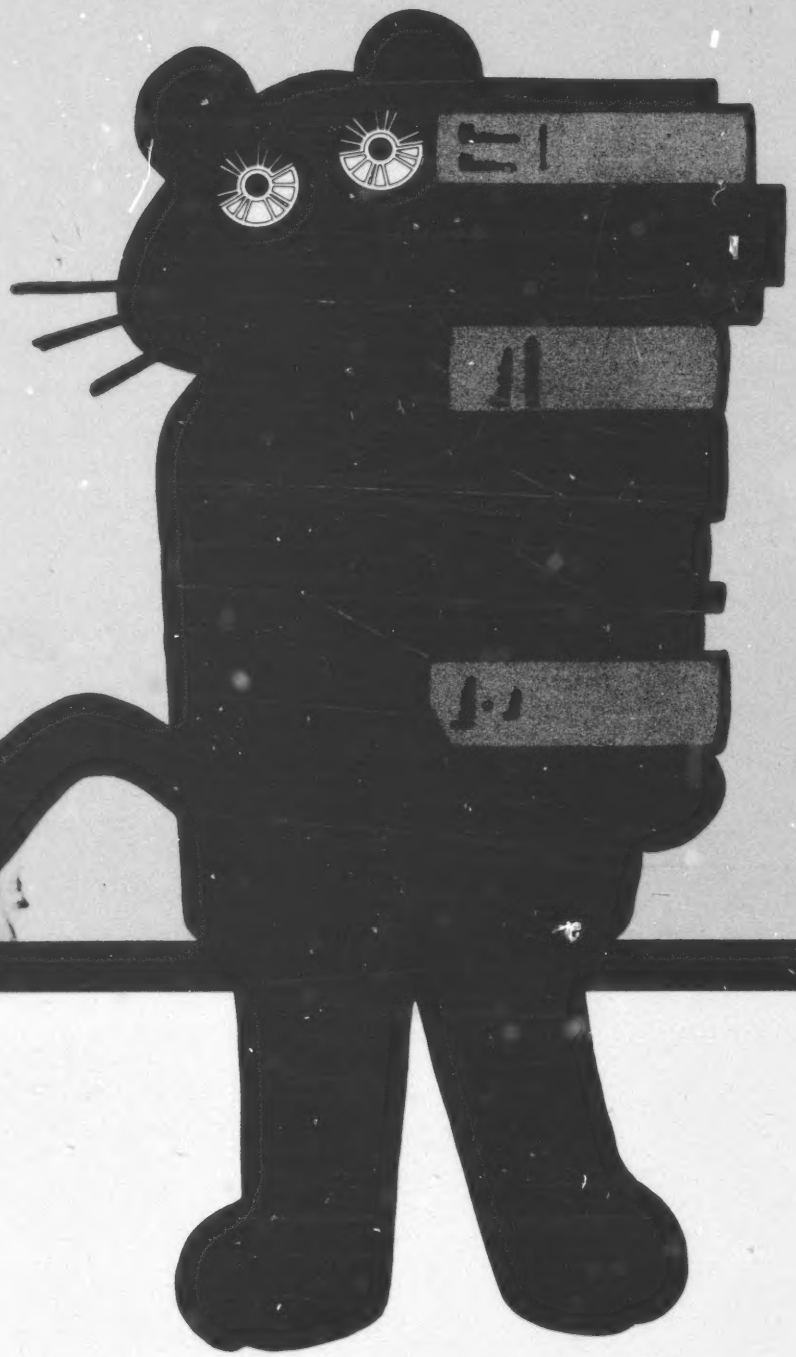

the reading effectiveness program

No. 1

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A MESSAGE FROM THE SUPERINTENDENT

OUR COMMITMENT TO EFFECTIVE READING

THE ABILITY TO READ is absolutely essential to the fulfillment of human potential in today's increasingly complex society. While deficiencies in any major subject area can be crippling, an inability to read is overwhelming. Without this skill, the student cannot effectively function in other areas of scholastic endeavor, much less hope for success in post-school employment or in life situations.

We all have heard the startling figures as to the seriousness of the problem:

- One of every four students nationwide has a significant reading deficiency.
- In many large city school systems, up to half of the students read below expectations.
- About half of the unemployed youth nationally, age 16 to 21, are functionally illiterate.

We in Indiana have a serious reading problem, too. And it is not limited to certain areas of the state. It exists in our suburbs and small towns as well as in the inner city.

I see in a reading program the potential for a specific, identifiable goal in education – a goal which is universally understood, which stands out clearly amidst the complexities of the many current education endeavors. It can be the rallying point for renewed confidence in our schools.

The reports I have seen demonstrate that there is an enormous amount of research now available in the field of reading; that science and technology have given us new resources to apply to the solution of the reading problem; that there is a growing understanding of the effect of the home environment on the ability to read; that preschool educational opportunites are being incorporated into the public school system and that there is indeed great readiness to support a program that holds promise for the improvement of reading.

I am confident that if resources are concentrated upon one major goal – that of guaranteeing the right to read for each youngster in Indiana – that the goal can be achieved. Think about that for a moment. Every child can learn to read; to read at a level which will enable him to function as an effective member of his community.

The Indiana Department of Public Instruction has demonstrated a commitment to improving the reading skill of Indiana citizens by establishing reading as the No. 1 educational priority for the state. Our program has emphasized cooperation among all divisions within the Department with hopes of strengthening the reading effort by developing strategies that result in a statewide comprehensive plan of attack on illiteracy.

Our Plan of Action for a state Reading Effectiveness Program is based on several almost self-evident propositions, including the following:

1. All individuals in a democratic society must have the opportunity to become functionally literate. The task of teaching individuals to read is a shared social responsibility.

2. Each individual is a unique person, has his own rate of growth and is affected by socio-cultural determinants. Educational institutions have the prime responsibility for producing functionally literate individuals, but all institutions share in this responsibility.

3. Since reading is an integral aspect of learning, reading instruction must be a continuous process. Given an *effective, individualized program,* based upon *multiple approaches* in method, adults and children can learn to read.

4. At all levels of learning, each teacher must recognize the role of reading in his field and provide needed assistance.

Due in part to the emphasis now being given to reading in Indiana, careful attention has been focused on developing an exemplary reading *structure* within the state. Various objectives, goals and basic principles have been formulated to bring about the attainment of the following structural components: (1) Developing an appropriate organizational plan within the Department of Public Instruction, (2) Amassing and securing public support, (3) Making more innovative use of reading personnel and resources, (4) Defining and arranging for needed research in reading and (5)▶22

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For an explanation of our friend on the cover, turn to page 13. (Cover design and "our friend" created by Staff Artist Jean Roberge.)

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Providing effective reading instruction for this special group of students may require a change not only in methods but in attitude, curriculum and materials.

Teaching the Disadvantaged

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BY BARBARA PASHOS AND
ROGER HOFFERTH

IT HAS LONG been recognized that a large segment of our school population is at a disadvantage when forced to compete in conventional educational programs. Such students lack the background of experience necessary to profit from the traditional academic situation or instructional procedures. In the interest of convenience, we have labeled this group of students "educationally deprived."

Despite the common label, however, we should not make the mistake of attributing a stereotyped description to the group. The individual members are no more alike than are the members of any other group. They include urban, inner city children as well as those from poor rural areas, American Indians, blacks, Puerto Ricans, Mexican-Americans and Appalachian whites. They may have experienced genuine deprivation; they probably have experienced confusion, frustration, resentment and impaired self-confidence as a result of a curriculum that is too demanding. And, in determining what can be done to compensate for such learning problems, public education is faced with what is perhaps its greatest challenge – the effective education of the socially alienated, often unmotivated, disadvantaged learner.

In the last several years, schools have attempted to focus on the learning problems of the disadvantaged by implementing compensatory education programs. Because of the great divergence of backgrounds and problems, school systems are encouraged to design programs expressly for their own populations. No single▶6

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program would be appropriate for all of the students in Indiana who fall into the definitions of "educationally deprived" as devised by the various school systems. The most effective means by which schools can work to meet the needs of such learners is to concentrate upon the specific behaviors and deficits of their disadvantaged students.

AMONG THE DISADVANTAGED are certain commonalities, such as a limited experiential background, a lesser facility with the English language and, usually, a different pattern of parental guidance than the average middle class white youngster with whom they must compete. They may also share negative attitudes toward school and learning, many of which have been acquired through their inability to achieve as expected.

The most successful programs in compensatory education also show a common pattern despite the diversity in communities and facilities. All include an extensive and intensive assessment of needs, careful program planning and a commitment on the part of the staff, school board, administration and the public to a quality program. An integral part of such progress is a frank and honest program of evaluation which is ongoing and directed toward program improvement.

The first step, then, in successful programming involves a thorough assessment of the needs of the school. Basically, the purpose of needs assessment is to measure the gap between "what is" and "what should be," not only in academic achievement, but in the personnel, materials and curriculum necessary to reach the goal of optimum functioning for all students.

It should be kept in mind that needs assessment is not synonymous with testing, although testing is often a step in the process. Both standardized and informal testing can be used to locate specific deficiencies in academic areas. A comprehensive needs assessment, however, should look at such additional factors as staff, curriculum, school facilities and equipment, financial resources of school and community, social and health agencies outside of the school setting and additional resource personnel. These factors all contribute to a total educational effort and have a direct effect on the academic achievement of students.

A THOROUGH KNOWLEDGE of how children learn is important in overall planning. The linguistic, physiological, psychological and cultural concerns are essential background components of reading instruction at all grade levels.

Linguistic instruction begins with an assessment of a student's oral command of language; the instruction is built on that foundation. Through oral-aural language, a child learns the system of our language that directs the use of symbols on the printed page.

Instruction directed to the physiological elements must include development of the power to discriminate visually among letters and patterns of letters. Instruction should also proceed with the knowledge that when oral reading starts, readers must learn to articulate the responses that their eyes have already made. The auditory processes

"The unique experiences that students bring to school must be welcomed, and the special ways in which the language of home and neighborhood treats these experiences must be incorporated into the curriculum."

will help guide the oral reading as they earlier helped the reader to learn how to talk. The kinesthetic sense also has a part to play, especially in the development of the sense of directionality.

Psychological factors affect the individual's learning pattern. These include motivation and purpose as well as concept formation, generalization, associative thinking, problem-solving and creative behavior. Any of the factors that influence individuality may play a role. The first task to be accomplished in the teaching of reading is to build a desire among students to read for themselves. Children will have to be read *to* long before they can read independently. In this way, children will have been given an opportunity to begin to make sense of a printed text. Thus, children will see that books speak of experiences that they themselves have had. They will also see that through books they can share the experiences others have had recently and long ago, in this land and far away, on this earth and in outer space.

The classroom ought to make manifest the

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rewards of reading. Teachers should personify the joys of reading; as they read aloud, the very sound of their voices should make immediate the promise of reading. The classroom ought to overflow with books having a wide range of substance and sophistication so that students have continual opportunities to explore the wonderful world of books.

The cultural diversity in the classroom, school and community can serve as an important element in the instructional program. The unique experiences that students bring to school must be welcomed, and the special ways in which the language of home and neighborhood treats these experiences must be incorporated into the curriculum. Cultural circumstance in all its variety must be recognized, understood, respected and employed to make reading instruction effective.

Once the needs and resources of the school and community have been identified, the program can be tailored to match. Much creativity is necessary to allocate the limited funds available so that the program will produce a maximum impact. Such a result would be most likely to occur if the compensatory program is incorporated into the regular curriculum rather than being "tacked on," as a remedial program often is. There is a greater need for remediation of reading programs than for programs of remedial reading. It is the program which has failed, not the student. The goal must be to reduce the need for remedial reading programs by developing truly individualized programs within each classroom.

THERE ARE MANY valid approaches to reading instruction. Before selecting the most effective approach or combination of approaches for a particular student, class, grade level, school or school district, teachers must be familiar with the options open to them. A great number of approaches are used in the classroom, often in combination. Some of these approaches are based primarily on techniques of instruction; some, on types of materials utilized, and others, on the organization of instruction. An effective approach considers all of these elements in a comprehensive way and applies them to the identified needs.

Factors to be considered in planning an effective approach include:

1. *Student assessment*. What are the strengths on which the program can be built, and what are the areas in which instruction is needed?

2. *Instructional techniques*. What methods are most efficient in meeting diagnosed learning needs and best match the learning modalities of the students?

3. *Instructional materials*. What materials are most related to the interests and learning modalities of the students and are most useful in applying the instructional techniques selected?

4. *Organizational patterns*. What school and classroom organizational plans will create an environment most conducive to progress in reading achievement (consideration first being given to the results of student assessment and to the selection of materials)?

Several techniques may be used to achieve the goal of lasting change in the curriculum while emphasizing the needs of individual students. One such technique is assigning reading specialists to assist classroom teachers in strengthening their instructional skills and in implementing new methods and techniques. In this way, the specialist is in a position to effect greater change than if he were to work on a one-to-one or small group basis with students removed from the classroom.

Another technique is to provide training to persons who, in turn, train tutors. This strategy is designed to involve the large, untapped reservoir of talented persons in the community who would be willing to volunteer time. By employing tutor training rather than aides, the impact of extra funds will have a "multiplier" effect. Aides working directly with children can be of help to those specific children, but when the aides leave, the classroom teacher has acquired no new techniques to help other children. A side benefit can also be realized with the use of either well trained tutors or aides. This is the drawing together of school and community so that each of these segments can more fully realize the concerns of the others.

Older students can be used to tutor younger students. This may consist of reading to the younger students, listening to them read or helping with reading groups. If the older children chosen for such roles are those who are having reading difficulties themselves, their work with materials ordinarily more appropriate for the younger children will have the effect of providing help for both the tutor and the students they are tutoring.

IN PROVIDING effective reading instruction to this "special population" it is important to realize that changes often need to be made not only in methods, but in attitudes, curriculum and materials. A commitment to such change must necessarily permeate the entire school system and ▶8

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all subject areas. Alternative materials, methods and curricula are needed in the subject matter areas of the secondary schools as well as in the elementary and junior high schools.

There must be total involvement by the staff within the local school district. Each member should contribute to needs assessment, program planning and evaluation. Thus, each member will be aware of the identified needs, proposed strategies for meeting the needs and his own role in the total program. Such involvement should also extend to members of the school board, administrators, nonteaching staff, parents and related community groups.

> "While each school has an almost unlimited range of alternatives, the successful program is characterized by careful needs assessment, program planning and vigorous and searching evaluation."

An essential component of a successful reading program is a well planned and executed staff development program. Based upon the specific areas identified in needs assessment, a program for staff development should focus on equipping everyone involved in the program to fully understand the curricular and other changes necessary. Outside consultants as well as local staff members can be used in these programs to combine local points of view with the often unique point of view of "outsiders."

A final program facet, of equal importance to all others, is evaluation. The evaluation process must be continuous throughout all phases of program planning and implementation. An advantage of programs in compensatory education is flexibility. Program components which are found to be ineffective can be reviewed, modified or replaced by other approaches without waiting for an end-of-the-year evaluation.

As with needs assessment, evaluation is not synonymous with testing, although testing is important to the overall evaluation program. Great care must be exercised, however, in choosing appropriate evaluation instruments in order that the results will be found useful. Most standardized, norms-referenced achievement tests are admittedly biased in favor of the "average child" and may give misleading information about the educationally deprived. Increasingly, criterion-referenced tests, informal tests, checklists and teacher appraisals are being used to measure progress. The process as well as the product must be evaluated in order for meaningful progress to be made.

SUCCESSFUL PROGRAMS of compensatory education are identified by their observance of the above and by their attention to the total, comprehensive program. While each school has an almost unlimited range of alternatives from which to choose, the successful program is characterized by careful needs assessment, program planning and vigorous and searching evaluation. It must be cognizant of the learner and his problems. It must, above all, strive for creative education for the disadvantaged student. It must be dynamic in its methodology. It must provide a carefully designed curriculum.

Every student in Indiana schools has the right to reading instruction that provides:

- Experiences that will enable individuals to learn to read at the highest level possible for them.
- Experiences that will develop a lifelong appreciation for an interest in reading.
- Friendly, understanding, competent teachers.
- Experiences built on individual learning strengths regardless of grade placement, age, achievement level, intellectual potential, interests and aptitudes, sex, social maturity, or ethnic, cultural or racial background.
- A variety of learning resources to meet different needs.

When perfected for incorporation into the entire educational system, these factors will give all children an equal chance for academic and professional success, irrespective of social class and home background. We should not settle for less. □

Barbara Pashos is director of the State Department of Public Instruction's Division of Reading Effectiveness, and Roger Hofferth is a consultant in the Division.

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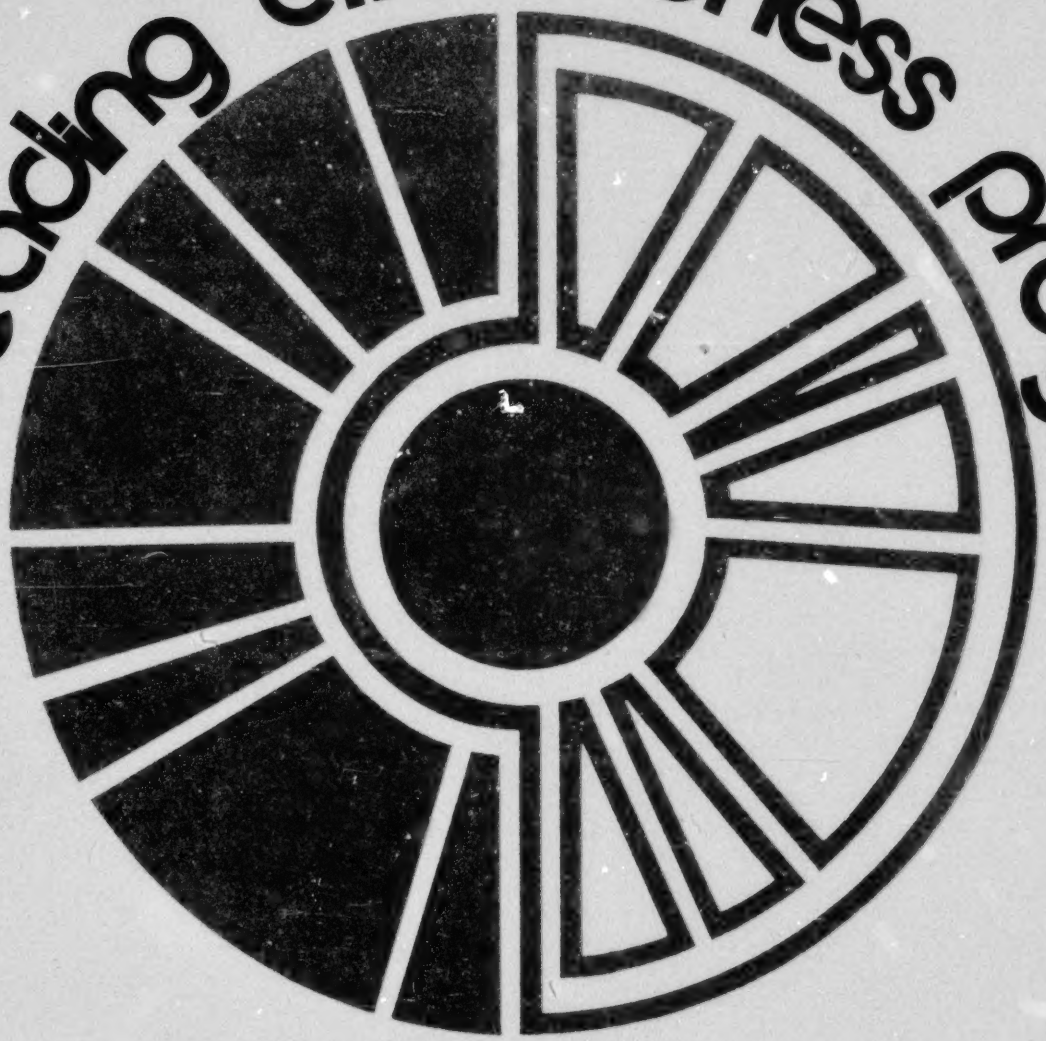
the reading effectiveness program



THIS STATEWIDE EFFORT TO OVERCOME ILLITERACY INVOLVES PERSONS IN VIRTUALLY ALL ASPECTS OF THE EDUCATIONAL PROCESS AND ALL SEGMENTS OF SOCIETY.

BY BARBARA PASHOS

EDUCATORS AND LAYMEN are increasingly aware of the fundamental role of reading in the ongoing process of daily living. Americans are continually faced with processing information presented to them via the printed word. This processing varies from simple tasks such as reading and responding to a stop sign, determining the cost of an item from information in a printed ad or locating a city on a map, to more complex tasks such as judging the intent of an editorial or the symbolic meaning of a prose passage. The literate person has no difficulty dealing with simple printed material. But many individuals in our society find processing printed information an overwhelming task.

State Superintendent Harold H. Negley has▶10

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demonstrated a commitment to improving the reading skills of Indiana citizens by establishing reading as the No. 1 educational priority for the state. This thrust has been further supported by an appropriation of $150,000 from the 1973 state legislature. The resulting Reading Effectiveness Program has emphasized cooperation among all divisions within the Department of Public Instruction with hopes of strengthening the reading effort by developing strategies that result in a statewide comprehensive plan of attack on illiteracy.

Due to the new emphasis now being given to reading in Indiana, careful attention has been focused on developing an exemplary reading structure within the state. Basic principles, goals and objectives have been formulated to bring about the attainment of an appropriate organizational plan within the Department of Public Instruction.

A Division of Reading Effectiveness has been established as a result of the legislative appropriation. This division bears the major responsibility of the state reading program.

A Department Task Force on Reading has been created to support and facilitate intradivisional reading activities. Through the recommendations of this group, a comprehensive reading program, with support and resources from the *total* Department of Public Instruction, has been initiated.

AS IN THE PLANNING of any major program, we must (1) find out where we are, (2) decide where we need to go and, then, (3) decide how to get there. A major component of the Indiana Reading Effectiveness plan is to institute and implement a statewide needs assessment program. Such an assessment, which includes student needs, teacher needs and institutional needs, will provide the information necessary to determine where we are. Data from a survey of student achievement is currently being analyzed. This study based its research on a stratified sampling of approximately 17,000 students at the 4th, 8th and 12th grade levels.

A survey to provide data concerning ongoing reading programs in the schools – organizational patterns, time schedules, materials, methods and techniques of instruction – will be conducted this fall.

To determine where we want to go, the Reading Effectiveness Program seeks school and community representatives to cooperatively build a climate and process for the fostering of reading excellence. A program of staff development to support change is viewed as a key. Using the Indiana Criteria of Excellence, local schools can analyze their reading programs and plan for one that is more comprehensive.

The Indiana Criteria of Excellence in Reading Programming has been established by the State Reading Advisory Council as a guide for building success-oriented reading programs. These are the criteria identified as necessary components of an effective reading program:

1. An integral portion of any reading program should be the inclusion of ongoing needs assessment and evaluative procedures.
2. There should be a coordination of all administrative and instructional facets of the reading program.
3. An effective reading program should be organized to meet individual differences

"USING THE INDIANA CRITERIA OF EXCELLENCE, LOCAL SCHOOLS CAN ANALYZE THEIR READING PROGRAMS AND PLAN FOR ONE THAT IS MORE COMPREHENSIVE."

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among children, thereby enhancing continuous progress.

4. There should be provisions for objective assessment instruments which may include criterion-referenced measures, for better determining the instructional organization.
5. There should be staff commitment not just to teaching but to pupil learning.
6. Of equal significance is the functional involvement of parent-community representation throughout the total reading program.
7. Essential to any reading program is the inclusion of an early childhood component.
8. The instructional format should be appropriate to the sophistication of the learner and should encompass special needs and atypical reading problems among children.
9. The reading program recognizes and accommodates the implications that racial, cultural and sexual differences may have in terms of curriculum, methodology, organization and administration, and materials.
10. There should be curriculum adjustments in other subject areas for students who are unable to cope with grade level reading material.
11. There is defined curricular provision for gifted and/or high achieving students.
12. There should exist readily available quality school and public library resources and services that are maximally used.
13. Provisions should be made within the school to provide and to produce quality instructional and practice materials for distribution to teachers of reading, including materials that allow students to work independently and articulate with the defined curriculum.
14. A school's entire teaching staff, elementary, middle and secondary levels, must be equipped to help students with requisite skills to read more efficiently in the various academic subject areas.
15. Every student in the elementary, middle and secondary schools should have the opportunity to be involved in a reading program.
16. The reading curriculum is defined, and information about it is disseminated to the public.
17. There is ongoing inservice education for the total certificated teaching, supportive and administrative staffs that is both intensive and extensive.
18. There should be an ongoing program of preparation in reading for all substitute teachers and noncertificated staff who work in the classroom, such as teacher aides and parent volunteers, and for auxiliary personnel associated with the school.
19. Each local education agency should have a cadre of instructionally prepared reading volunteers.
20. Reading for enjoyment should be inherent in any reading program.
21. Conducive to learning is the intertwining of intellectual, social, physical and psychological factors present within the educational environment.

HAVING ESTABLISHED where we are and where we're going, we now look at alternatives for arriving. For reading instruction to be successful, all those involved in the reading program – teachers, librarians, consultants, school administrators, students and their parents, paraprofessionals and volunteers – must work ▶12

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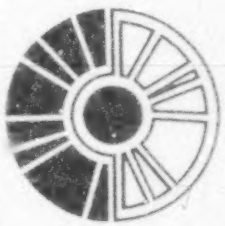


The "eye-like" logo developed to identify the Reading Effectiveness Program symbolizes the many facets and directions of the program and also movement from darkness to light.

Inservice training is provided throughout the Reading Effectiveness Program to introduce the diagnostic/prescriptive approach and other instructional alternatives.

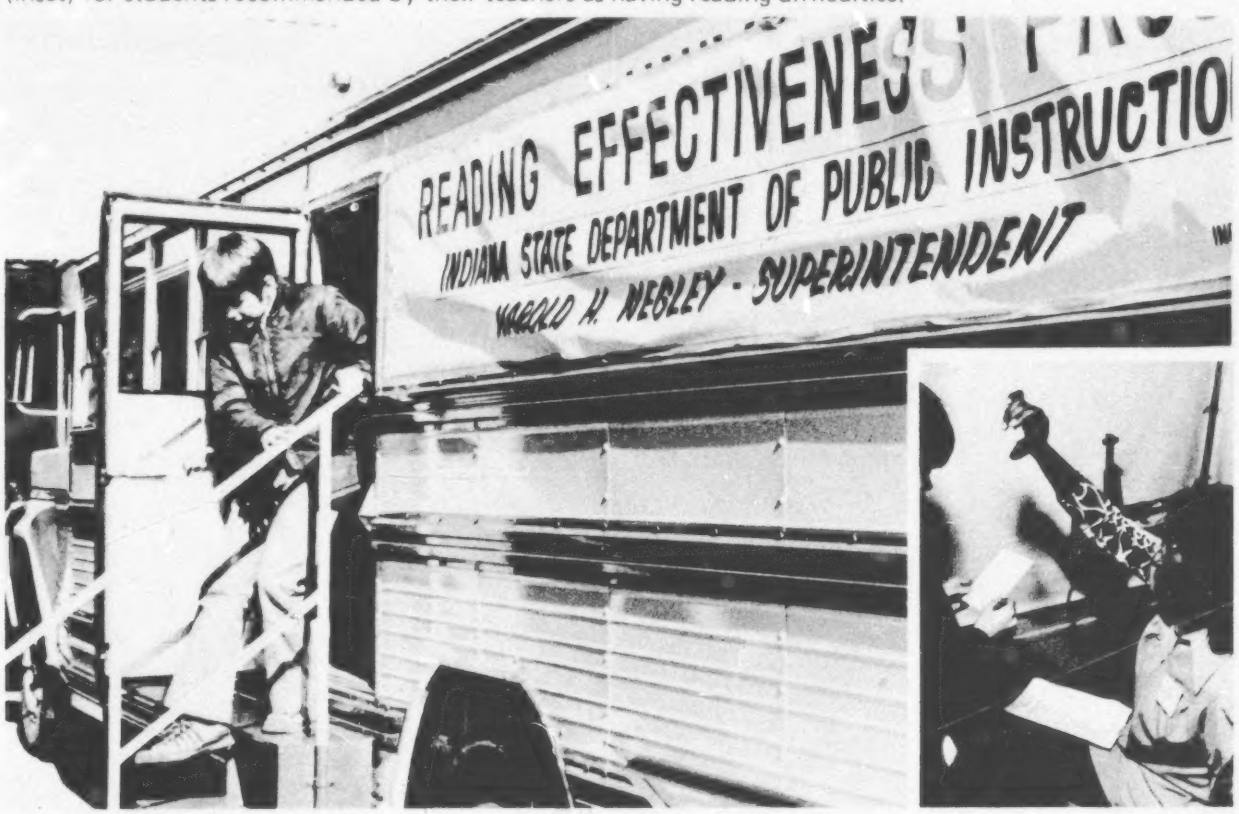
harmoniously as a team; each fulfilling a unique role.

Staff development is, as it implies, a means "to enable educators to further develop their job-related competencies." A goal of the Reading Effectiveness Program is to provide instructional alternatives for educators to utilize in implementing their reading program design. The intent is to assist teachers in developing strategies and techniques that help personalize particular curriculum designs, thus facilitating the intellectual, social and psychological needs of the individual learner within classrooms.

As reading has already been established as the No. 1 educational priority in Indiana, all Title I personnel in local school corporations (tutors, teachers and aides) will be provided inservice reading training in the assessment of student needs, diagnostic/prescriptive teaching and the utilization of materials.

The organizational design of this facet of the Reading Effectiveness Program is to assist in maximizing the reading potential of children within all Title I designated schools in the state. A prerequisite in maximizing the reading potential of an individual child is to identify his particular reading strengths and weaknesses. Focus on a description of the individual's reading needs at the

This mobile vision screening unit will travel throughout the state again this year to provide vision testing (inset) for students recommended by their teachers as having reading difficulties.



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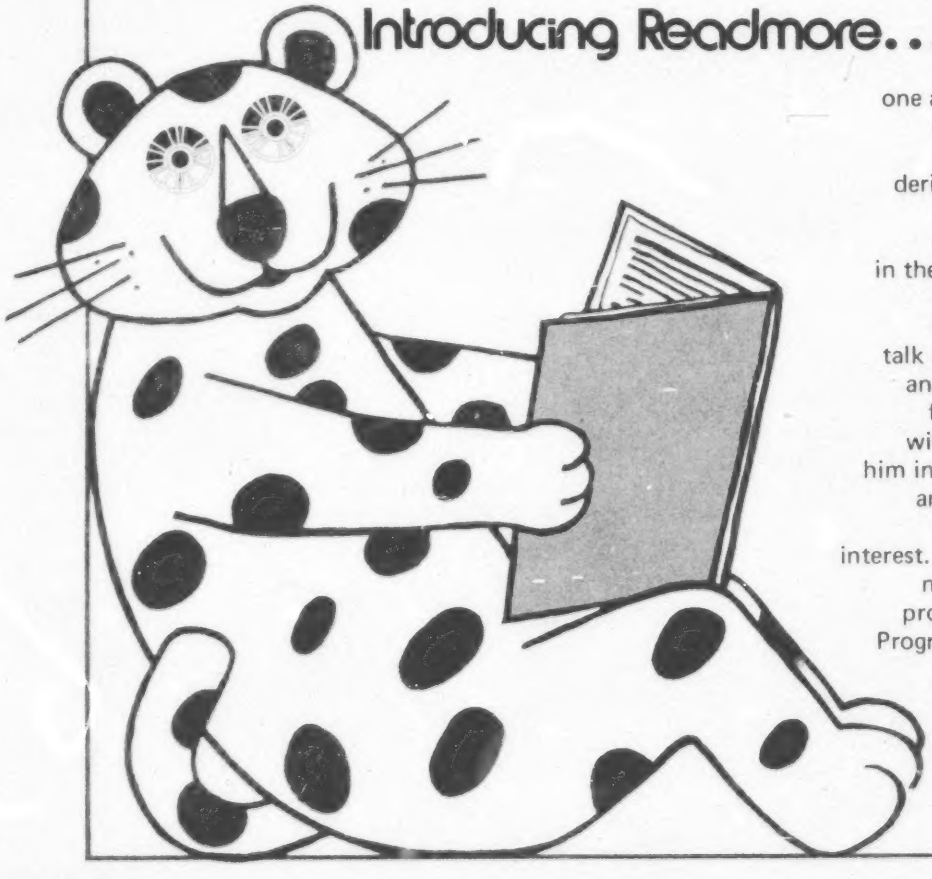
Two new curriculum guides available soon will provide teachers with resources and guidance in developing teaching strategies for an effective reading program. One guide is for elementary teachers and the other, for teachers in middle, junior high and secondary programs.

start of instruction necessitates the utilization of a diagnostic assessment. A planned reading program to facilitate optimal implementation of the results of the diagnostic needs assessment is paramount to the progress and success of the individual child.

THE INDIANA RIGHT TO READ Program is another facet of the Reading Effectiveness program which emphasizes staff development. Research and past experience in reading▶14

Henry L. Cossel, Right to Read director of the Delaware Community School Corporation, was among participants in last spring's Right to Read training program. Additional sessions will be held this year.



Introducing Readmore. . .

The different breed of cat you see here and on our cover is the one and only *Readmore* — a cat who not only has learned to read but who believes the enjoyment he derives from books is an experience everyone ought to have. Readmore will be doing his part in the Reading Effectiveness Program this year by visiting schools and libraries throughout the state to talk to young children about reading and the many wonders that can be found on the pages of books. He will hope to motivat them to join him in reading for personal enjoyment and to make regular visits to their libraries to search for books of interest. Readmore also will be making a number of special appearances to promote the Reading Effectiveness Program. Watch for him in your area.

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programming indicate that although additional materials and special reading teachers are beneficial, they will not in and of themselves eliminate reading failure. If each child is to be provided with the opportunity to learn to read to the limits of his potential, educators must be able to select among viable alternatives in their strategies and to create additional alternatives as the situation demands.

The focus of the state's Right to Read program is two-fold: (1) the development of a cadre of trained personnel who will have the capabilities of developing, expanding and implementing comprehensive reading programs within their respective school districts and (2) the creation of a network of individuals willing to share professional ideas throughout the state in an effort to extend reading/learning competencies.

A four-week intensive Right to Read inservice training program, designed for teachers, supervisors and administrators, aims at increasing the individualized instruction of reading in the classroom. The program provides practice in management techniques that will help teachers coordinate their efforts in meeting the reading needs of their students. Specifically, the local Right to Read coordinator learns:

1. Techniques to identify needs of the reader.
2. How to prepare instructional objectives consistent with the needs of the instructional objectives.
3. How to prepare and use reading activities (lessons) consistent with the instructional objectives.
4. How to develop, conduct and use needs assessment instruments and evaluation techniques.

These training sessions, conducted by a team of consultants within the Division of Reading Effectiveness, are designed to help local school systems in assessing their reading needs, planning reading programs, providing assistance to their staffs, utilizing materials and evaluating students as well as their total reading programs. The plan is to provide a person within the school corporation with the reading leadership skills that will enable him to coordinate a local effort to improve reading programs.

In addition, inservice training was provided last year to the more than 5,000 teachers who participated in 32 conferences conducted by the Division of Reading Effectiveness to acquaint teachers with various methods of meeting children's reading needs. Another series of 32 conferences is planned for this year.

THE READING EFFECTIVENESS Program is founded upon the diagnostic/prescriptive approach to instruction. By learning about individual students and their reading ability through assessment and diagnosis, the teacher can synthesize and interpret the information, make tentative hypotheses, and use the understanding gained to help students improve their reading. It is precisely at this point that teachers meet their greatest challenge. All their knowledge about the reading process and the individual student must be viewed as a whole and related as they plan the instructional program for students.

An additional component of the Reading Effectiveness Program is designed to assist in the diagnosing of our school population. A statewide visual screening program has provided vision testing to students recommended by their teachers as

"THE SOCIAL GOAL OF HAVING A READING, EDUCATED CITIZENRY CALLS FOR INSPIRATIONAL AS WELL AS INSTRUCTIONAL ACTIVITIES."

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having reading difficulties. The screening, which is conducted in a mobile van, will be conducted again this school year in various geographical areas of the state.

In addition to program organization, a well trained staff and appropriate assessment procedures, effective reading instruction requires a wide variety of instructional materials to meet the needs of students who have highly diverse cultural backgrounds, language patterns and learning styles. These materials must include not only textbooks but also trade books, periodicals, learning games, films, slides, recording tapes, charts, study prints, manipulative materials and models. Teacher-produced and student-produced materials also provide a valuable instructional resource.

Selection of the best available instructional materials is vital to the success of a program. Two new curriculum guides – one for elementary teachers and the other for teachers in middle, junior high and secondary schools – have been developed by the Department of Public Instruction and will be made available to all teachers this fall. The Department also is preparing a series of monographs on various aspects of reading as well as an activity book for teachers and instructional materials for tutors.

An exciting project planned for the near future is a Materials Demonstration Center which will serve as a facility for material preview as well as inservice training. Magazines, films, tapes, newspapers, posters, maps, curriculum guides, simulation games and transparencies are just a few of the materials which will be available for the review of teachers. In the never ending search for materials which motivate the child to read, this center can serve an important function – that of making available to educators numerous possible sources of material.

A mobile van also will be available which is equipped with materials for the purpose of providing on-site staff development for administrators and teachers. The van will be utilized in working with parents in order to familiarize them with a variety of instructional methods, techniques and materials.

THE INITIATION and active promotion of an all-state effort to stimulate the *desire* to read on the part of all our citizens, particularly children and young people, is an integral part of the Reading Effectiveness Program.

A true "reader" is one who *does* read, not simply one who *can* read. Thus, the social goal of having a reading, educated citizenry calls for inspirational as well as instructional activities.

A cartoon series to be used by parents in cultivating preschoolers' interest in reading and a series of articles on how parents can help their children in reading will be offered to newspapers throughout the state. The series of parent articles will also be made available in booklet form.

Posters, brochures and other informational pieces have been designed to involve not only teachers but the public in the Reading Effectiveness Program. Readmore, a green "cat" with blue spots, was created to stimulate children's interest in reading and also to attract attention to the program.

The Reading Effectiveness Program initiated by the Department of Public Instruction, in summary, is a concerted endeavor to actively involve all segments of our society in a coordinated, many faceted effort to improve the reading abilities of all Indiana citizens – preschool through adult.

If inability to read is a central problem, the solution must be to infuse the various educational institutions with purpose and, still more important, with thought about purpose, and about the ways in which techniques, content and organization fulfill or alter purpose. This process of self-examination or, to use John Gardner's term, "self-renewal," must be continuous. We must join forces to overcome illiteracy – public school teachers, principals and superintendents; college professors, deans and presidents; parents and businessmen. We should entertain no doubts that the goals of reading excellence will be attained. □

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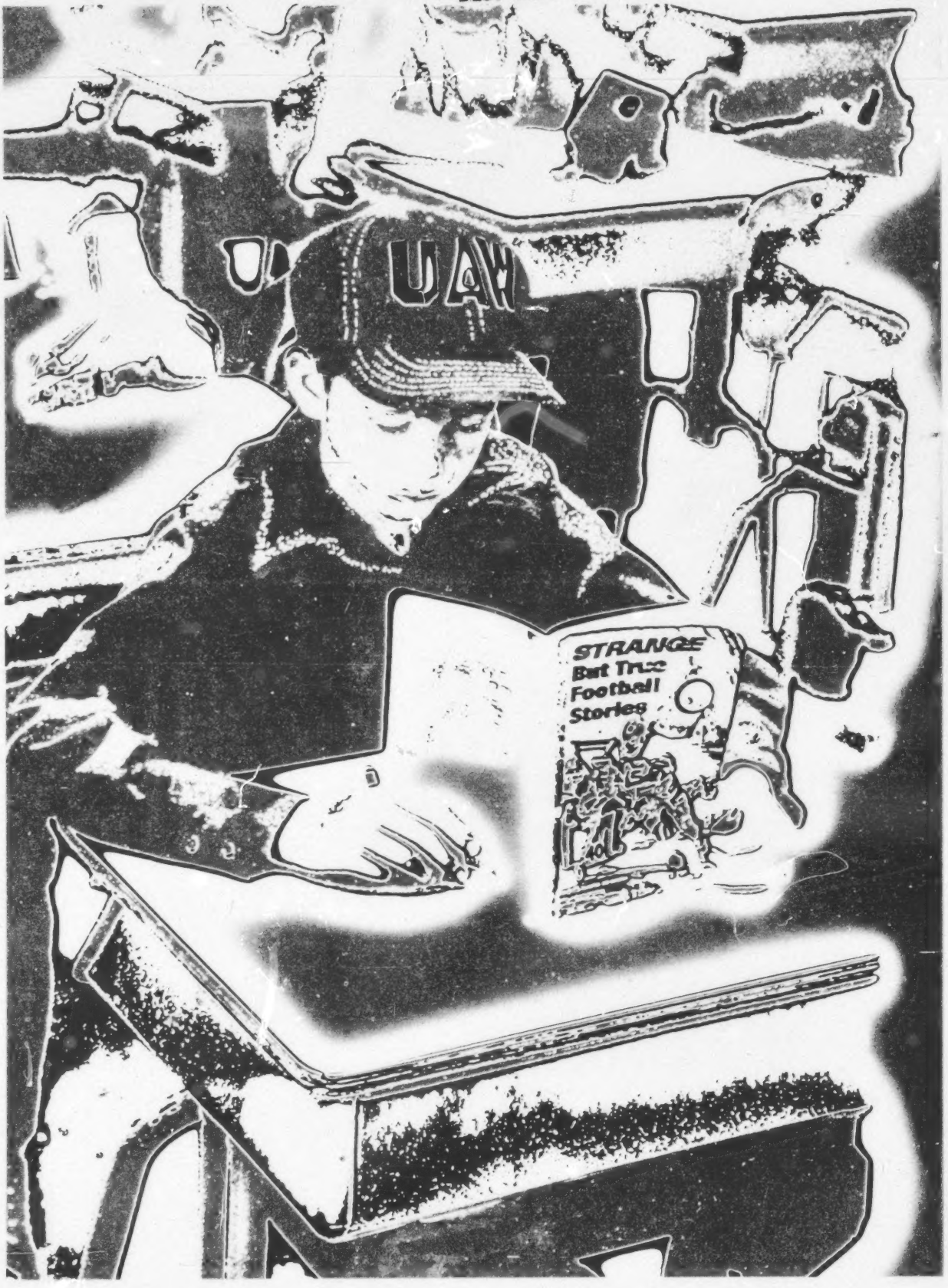

Photo by Robert Armes

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The program developed by a Kokomo teacher for motivating his 6th graders to read can be adapted to almost any classroom for the price of a paperback.

BY BARBARA A. HAGER

PHIL ALLEN, a teacher at Kokomo's Sycamore Middle School, teaches reading effectively with an approach any teacher can implement inexpensively. His two sections of 6th graders select their own reading material from Allen's collection of used paperback books. Whether or not Allen is in the room, students go about their reading without prodding. They know what to do and waste little time in settling down.

Now in the start of its fourth year, the idea began with three years Allen spent in the National Teacher Corps, where he promoted the idea of textless teaching. The paperbacks used in his current textless program are available in the classroom, and students also have the option of checking out hardbound titles from the school library or bringing in additional books from outside sources.

Allen's two sections of 30 students select from the 600 titles available, read the books at their own pace, and then give a private oral report on what they've read. The program also includes an incentive-reward system whereby students total the number of pages they have read in a week's time and exchange their total for chewing gum, the amount of which is based upon the number of pages read.

It's a very positive program, one in which each student can compete with all his classmates. And, just because one student reads at the 4th grade level and another at the 9th grade level doesn't mean they can't earn the same reward. Allen believes it is the competition to outread their classmates, though, and not the chewing gum that has made the program successful.

Allen's philosophy is simple: "If left alone, kids gravitate to their own reading level. My whole purpose is to motivate them to read." For this reason, Allen exerts no pressure on the students to read any particular type of book. It's not entirely leisure reading, though, since students must answer questions about a book when they've finished it. This process of oral reporting usually takes five minutes at the beginning of the school year; by the end of May, it requires only a minute and a half.

The first question Allen asks a student is "What is the book about?" This requires the student to give a concise recapitulation of the story. Allen can pinpoint how far the reader got in the book by asking specific questions. Occasionally a student may try to bluff his way through a report, but Allen can usually sense this situation. Since students receive no credit for unfinished books, they have three options when this occurs: (1) they can finish the book; (2) they can return the book and start another, or (3) they can take a grade of zero. Few students opt for the zero.

Because he's heard so many reports on so many different books, Allen says he is fast becoming a lesser expert on 6th grade reading matter. "I know the plots of about 600 books," he comments.

THE STUDENTS in Allen's classes are exempted from the school's regular reading program, and Allen is willing to pit his students' accomplishments against all challengers. The class average is about 64 books per student during the school year. One former student returned to the classroom last spring to see if anyone was close to ▶18

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the 257 books she read during her 6th grade year. None had come even close. Of course, Allen explains, this girl was phenomenal. During the time she was in his class, her father complained he had lost his daughter to books.

Jack Burkett, Sycamore principal, says the only complaints he's received about Allen's method of teaching have been from parents who say their children are staying up nights to read, trying to surpass their classmates in number of pages read.

Allen keeps a folder on each of his 60 students. In the folder is a sheet listing the titles of all the books a student has read and reported on, plus an oral and comprehensive grade. After the first few weeks of school, Allen discards the comprehensive grade because he then knows how well a student expresses himself. He is interested primarily in learning whether the student understood what he read.

Evaluation of the student is important, but it isn't the whole story. The students also get the opportunity to rate the books they read. These scores are posted in the back of the room where other potential readers can check to see what their peers thought about a book.

Once the oral report is over, the student goes to the blackboard to add to the class total the number of pages he's just read. An individual envelope is also provided for each student to insert slips of paper giving the numbers of pages of each book he's read. Every Friday is trade-in day, when the slips are exchanged for gum. The students may allow their slips to accumulate, as did one girl who, at the end of the year, arrived at a compromise with Allen whereby she received the monetary equivalent of gum for her 23,700 pages – 33 cents.

Allen has seen that in addition to being a learning experience, reading is often an emotional experience for his students as well. Many want to discuss what they've read long after they've given their report. One boy, upon completion of a 650-page book on Sugar Ray Robinson, sat quietly at his desk for two days before he felt physically and mentally prepared to check out another book.

Allen's experience has shown that it is easier to motivate his 6th graders to pick up a paperback book and get into it than a hardbound book. He believes this may be because the cover illustrations on paperbacks are often more appealing.

He picks up most of his books at used book sales, where he pays 5 to 10 cents a book. He now has over 900 titles – 600 of them in use, with the rest waiting to be cataloged. Despite this large number, he loses only about 10 books a year. He receives no financial assistance for the purchase of books, so they are his, to be used by his students, who also contribute some of their own favorites.

ALLEN ADMITS his method is a lot of work – the record keeping, constant searching for new titles and knowing what to ask each child about what he's read. "You have to stay on the ball – when you quit working, they just stop," he says.

Allen's students do a lot of outside reading, too. They buy 60 to 75 books each month from the Weekly Reader Book Club, while other classes at the school have an average monthly order of only 12 books or less.

How is the paperback program received? Principal Burkett can attest to the students' enthusiasm, but he also says that the best barometer of public opinion comes after August 1 when his telephone begins ringing with calls from parents who want their children to be placed in Allen's class. Another index is school attendance. On the whole, Sycamore has a daily average of about 93 per cent; Allen's classes average 98 per cent – the kids just don't want to stay home.

Although the class is structured, students are allowed a great deal of freedom. Allen thinks it is beneficial for disorganized students because they are coerced into making decisions on their own. Burkett believes it also helps those students who are considered incapable of coping with more traditional reading programs. He noted that students who threw tantrums in other classrooms were no longer behavioral problems in the loose structure of the paperback program.

But why is this particular program so popular? The enthusiastic cooperation of the students, the system of incentive and rewards, the socially accepted need for competition, the freedom of selection – all these help to explain the "why." But perhaps more important is the fact that Allen is a teacher with something extra. His principal says this is the key to making the whole thing work: "You have to have the right skills to pull things out of kids. Phil Allen has those skills. I've watched him work for three years and I still don't know how he does it." □

"Sycamore principal Jack Burkett says the only complaints he's received about Allen's method of teaching have been from parents who say their children are staying up nights to read."

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THE AFFECTIVE FACTOR IN THE TEACHING OF READING

An organizational design for providing incentives that will help the student become a self-sufficient, independent learner

BY GAIL M. TISSIER

A CONCENTRATION of literature concerning cognitive behaviors of students has bombarded the educational field. Pre-packaged, programmed skill development lessons, along with a host of other programs, have been marketed in abundance to insure and provide evidence that students *can do* or *perform* certain skills. At the same time, however, there has been an obvious lag in the development of programs or teaching strategies that focus on ways to integrate cognitive skills with individual interests. Often there appears to be a dissonance between what a student *can do* and *does do* because of his lack of interest.

A current conceptual problem confronting teachers is the identification of practical teaching strategies that will arouse and elicit positive student affective behaviors concerning learning. Affective behaviors are those actions or responses that focus on feelings and emotions, usually expressed through an individual's interests, ▶20

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attitudes and values. A common concern of classroom teachers is how to generate and maintain students' interest in the subject matter of the classroom.

Teachers appear to be engulfed within a turnstyle in a never-ending effort to seek ways of providing incentives that will initiate a student's positive motives for learning. *Incentives* are usually viewed as external enticements, whereas *motives* are internal affairs brought about by the learner through an internalizing process. This internalization process enables a student to incorporate new experiences within his affective (personal) and cognitive framework. He personally identifies with the new experience. Affective behaviors deal with personalizing learning. This personalization quality seemingly is what makes affective behaviors so difficult to deal with in a classroom of 30 or more students.

	Relationship of the Categories in the Taxonomy of Cognitive and Affective Domains		Motivational Organizational Design
Cognitive		**Affective**	**Incentives**
Knowledge		Receiving	Safe Atmosphere Self-Concept
Comprehension		Responding	Listening and Communication Skills
Application		Valuing	Realistic Goal Setting Behaviors
Analysis Synthesis		Organization	Self-Instructional Attitudes
Evaluation		Characterization	Acceptance and Tolerance of Varying Opinions

IT SEEMS APPARENT that classroom teachers must free themselves from the revolving turnstyle and begin to seek an organizational structure whereby cognitive and affective needs of students are met simultaneously within an integrated curriculum design. Teachers can no longer wait for an end to the debate on how to measure affective characteristics. The debate seemingly is necessary and should provide enlightenment. Yet, teachers cannot afford to work endlessly at developing incentives that attract students' attention for a fleeting moment. The time teachers devote in developing such incentives are often out of proportion to the power – maintained pupil interest – generated by the activity. *Incentives or techniques in motivating should provide directionality in helping the student become self-sufficient in creating his own incentives that initiate his motives for learning.*

Bloom, Krathwohl and others have identified characteristics that are associated with the cognitive and affective domains. These characteristics have been organized in a hierarchial framework. When comparing characteristics from each domain, one clearly observes a relationship, or overlapping, of behaviors. Research indicates that every cognitive behavior has its affective counterpart. With this in mind, it seems feasible that directionality in providing incentives or motivating students should compliment the two domains. The design below is an example of such an organizational structure. Hopefully, this design will help teachers establish goals that integrate affective and cognitive behaviors, thus providing a framework in which to direct their efforts in motivating students.

A rationale is provided for each of the incentives presented in the organizational design. Reading, or the other subject matter content areas, should not be thought of as separate entities when implementing this design. Effective implementation dictates crossing subject matter lines. Hopefully, the rationale presented will help clarify the means for implementing each category within given classroom situations.

INSTRUCTION in a group setting is social by nature, infused with the responsibility of facilitating the dignity and worth of the individual. A function of group instruction is to establish social decorum – a *safe atmosphere* which elicits an emotional climate or conditions most favorable for self-discovery.

In establishing social decorum, situations must

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be created in which students have opportunities to become personally acquainted. The student is thus better able to respond, interact or remain silent in an instructional environment without feeling threatened by others. Therefore, situations must be created by the classroom teacher or the instructional environment so arranged that students are placed in situations in which they can exchange ideas, recognize varying opinions and broaden their scope and understanding of one another. When students become familiar with the "working forces" in which they will be asked to expose "self," anxieties tend to diminish, and cognitive and affective behaviors are enhanced.

In establishing a safe atmosphere, the teacher is setting the stage that will help students more fully understand that a democratic process does not imply a limitless or or discipline-free existence. The teacher must build the framework in which students begin to understand that limits within any given social setting are necessary to negate chaos. Within the school environment the teacher and students are bound by school policy, the teacher's limits, the students' limits, student-teacher agreements, subject matter controls and community limits. When these limits are imposed on students without their clear understanding and input, a resistance is often built up that tends to inhibit an openness or willingness to "live" within the framework.

A student provided with opportunities of exposure to his peers in a nonthreatening situation is apt to become more aware of his own "self." Thus, extending a student's self-awareness in relationship to his peer group, creating situations in which the student becomes aware of individual differences within this group, assisting him in recognizing individual needs and providing opportunities for building respect for each based on these understandings strengthens the self-image and self-concept of each individual student.

Safe atmosphere and self-concept are essential conditions for integrating the basic tenets of the cognitive and affective domains, receiving information and recalling and recognizing specifics. These conditions, safe atmosphere and self-concept, open the door for the more advanced characteristics of each domain. Such conditions are, therefore, the prerequisites for extending learning.

RESPONDING AND COMPREHENDING, the "second levels" of the cognitive and affective domains, imply attending to a given situation. Other than visual stimuli, the conditions that help students attend to most situations are listening and communication skills. Listening skills provide opportunities for an individual to take in new information within his present cognitive structure. Communicating this information to others is a means by which the student organizes the message and is able to more quickly assimilate it with his old experiences. It is through communicating ideas that students are given opportunities to more fully understand. The communication of ideas should not be limited to one form but, rather, should encompass the media that "best" fits the individual.

The next higher level of cognitive and affective behaviors, valuing and making application of new learning, seemingly implies a personal alignment of interests and attitudes with new experiences. This alignment assumes that some personal purpose, whether positive or negative, is involved at this level of learning. It is imperative, therefore, that teachers help students establish *purpose* or *purposes* for learning. It is essential, from early childhood education upward, that a student personally align himself with the learning experience in terms that meet his particular needs. Teachers must not overlook the value of helping students find personal purpose(s) for learning.

"It is not enough to merely help students establish purposes for learning; procedures by which the student can explore means of fulfilling the purposes must also be taught."

It is not enough to merely help students establish purposes for learning; procedures by which the student can explore means of fulfilling the purposes must also be taught. An organizational framework in which the student can function more easily in pursuing his goals is basic to teaching/learning situations. An example of such an organizational framework is the survey, question, read, recite and review (SQ3R) method. These tools, in essence, provide students with means by which they can carry out and create their own self-instructional attitudes. Lessons thus ▶22

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become relevant to students because goals or purposes are set within their own particular framework. The merits or consequences of the lessons are perceived as positive for the students because the students reach a point where they begin to initiate the learning activities.

Hopefully, each of the incentives presented in integrating the cognitive and affective domains will culminate in the students' acceptance and tolerance of the varying opinions and beliefs of others. Students will become broad in scope, able to accept other persons and their ideas. They openly evaluate situations, yet are forthright in projecting "self," thus maintaining their identity.

The ultimate goal in providing incentives or motivational techniques is to help the student become a self-sufficient and independent learner. For this to come about, an organizational design or plan of action for implementation is paramount. By no means is this organizational design an absolute. Rather, it should be viewed as having a two-fold purpose: providing teachers with a framework in which to motivate students to motivate themselves and providing a stimulus to teachers to create their own motivational organizational design. □

Gail Tissier is a consultant in the State Department of Public Instruction's Division of Reading Effectiveness.

Improving evaluation and measuring techniques in reading.

We are enthusiastic about an effort which will mobilize the total resources available to a state to achieve a specific goal. Because of our initiatives, we have been designated as one of the Right to Read demonstration states. But this Right to Read program cannot succeed without the enthusiastic support of educators who are in daily contact with the children who need the help.

I know that what we are proposing will not be easy to accomplish. Few worthwhile endeavors are. We must mobilize our resources in several areas. Teacher preparation in reading must be improved. Inservice training programs will have to be vastly increased. Careful attention will need to be focused on health impediments to reading. Teachers may have to devote more classroom time to reading. Innovative, successful programs will have to be identified.

And, most important of all, schools will have to share with parents specific information on the nature and extent of the problem in each individual school. We cannot begin to successfully cope with the problem if we fail to recognize that we have one. We must stop blaming others while permitting children to move through our schools without learning how to read properly.

I pledge my help. I can be of assistance in mobilizing public support, in seeking additional federal funds and in increasing available state resources. The real job, however, must be performed on a school-by-school, child-by-child basis. We ask educators, parents, boards of education, the public, to join us in this crusade.

If a partnership of parents and educators is forged that succeeds in solving this basic problem of reading, the children of Indiana will be assured the tools necessary to achieve a productive, satisfying life.

Harold H. Negley

Are you on our mailing list?

THE HOOSIER SCHOOLMASTER is a quarterly publication of the State Department of Public Instruction available free to all Indiana teachers and others interested in the program of the Indiana public schools. If you are not presently on our mailing list, if you are moving to a new address, or if you know of someone else who would like to receive this publication, we'd like to hear from you. Simply return the form below to: HOOSIER SCHOOLMASTER, 120 State House, Indianapolis, Indiana 46204.

Name _____

Address _____

_____

□ I am a teacher/administrator in _____

_____ School

□ interested citizen

If this is a change of address only, please include former address: _____

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short items

Three Indiana exemplary programs have received Educational Pacesetter awards from the U.S. Office of Education (USOE), and four others have been selected by the USOE to be funded by the Commissioner's Discretionary Fund.

The three Pacesetter programs are the Marion Alternative School, the Open Space in a Conventional Building program at Plainfield and the Department of Public Instruction's Northern Regional Service Center at South Bend.

The projects, funded through the Department of Public Instruction's Division of Innovative and Exemplary Education, were selected on the basis of creativity in instructional programming, pupil achievement, cost effectiveness and program administration. Projects receiving such national validation are eligible for an additional year of funding beyond that allocated in original program proposals. They are also recognized as models for study by other states.

The programs named to receive Discretionary Funds are Expanded Services for the Handicapped, Metropolitan School District of Wayne Township, Indianapolis; Systems Directed Reading, Baugo Community Schools, Elkhart; Indiana Statewide Facilitation Project, Logansport Community Schools, and Project Information Packages, Monroe County Community School Corporation, Bloomington. Such funds are awarded to outstanding innovative educational projects which no longer receive state assistance due to the expiration of original project proposals.

NEW DIRECTORS NAMED

State Superintendent Harold H. Negley has named three new division directors within the Department of Public Instruction.

Charles de la Garza has been named to head the newly formed Division of Migrant and Bilingual, Bicultural Education. He was formerly a field supervisor in migrant education for the Department.

The new division will provide an expansion of services formerly offered through the migrant education program administered by the Division of Adult Education.

Cedric Miller, former assistant director of the Division of School Finance, was named director of that division. He has been with the Department seven years and before that was Wayne County auditor eight years.

The Division of Civil Defense Education is now headed by Herbert Laswell, former field consultant with the Division of Adult Education's Neighborhood Youth Corps. Earlier, he was in military service 23 years and was a member of the board commissioned to write the 1959 Indiana Survival Plan.

K-6 SAFETY GUIDE FORTHCOMING

In response to the large number of traffic accidents involving school children, the Department of Public Instruction will soon make available to Indiana teachers an *Indiana K-6 Traffic Safety Education Curriculum Guide*. The guide was developed by the Department in cooperation with the National Safety Council to help teachers introduce good traffic safety practices to students and to raise the level of their "safety consciousness." The guide is directed toward elementary students as passengers of motor vehicles, pedestrians, bicyclists and "pre-drivers."

SMILE! YOU'RE ON MICROFILM

The volumes of statistical information on Indiana teachers and teacher training institutions maintained by the Department of Public Instruction's Division of Teacher Education and Certification is now being recorded on microfilm. In most cases, persons requesting such information must supply the teacher's name and social security number, and await a return call. However, the new system is expected to make teacher certification records more concise and will increase the cataloging capability of the division.

SCHOOLMASTER WINS AWARD

THE HOOSIER SCHOOLMASTER was one of four Department of Public Instruction publications honored recently for excellence in educational communication by the National Association of State Education Department Information Officers.

The magazine received an honorable mention award as did *The Indiana Driver and Traffic Safety Education Resource Guide*, a booklet describing the services of the Department of Public Instruction and program materials prepared for a Total Education Conference.

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coming

in the next issue:
SPECIAL EDUCATION

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announcing 32 more reading effectiveness conferences

reading effectiveness program

Again this year the Division of Reading Effectiveness will offer a series of 4 reading conferences at each of 8 locations throughout the state. Topics of interest to both elementary and secondary school teachers will cover these basic areas:

Developing and extending interest (Motivation)
Modern reading approaches
Testing (Scores and what they mean)
Diagnostic procedures (Identifying the problem)
Classroom organization and management
Improving reading in different content areas
Developing understanding (Comprehension)
Remedial reading programs in the school
How to meet individual needs
Vocabulary development
Probing basic word attack skills
Analyzing reading programs (What is an *effective* reading program?)

at these places* on these dates*

	I	II	III	IV
Greensburg	Oct. 29	Dec. 9	Jan. 28	Feb. 25
Kokomo	Nov. 7	Dec. 4	Jan. 30	Feb. 27
Fort Wayne	Nov. 4	Dec. 3	Feb. 3	Mar. 3
Indianapolis	Oct. 30	Nov. 21	Feb. 5	Mar. 5
Jeffersonville	Nov. 6	Dec. 5	Feb. 11	Mar. 10
Vincennes	Oct. 9	Nov. 13	Feb. 12	Mar. 12
Crawfordsville	Oct. 15	Nov. 19	Feb. 18	Mar. 18
Valparaiso	Oct. 17	Nov. 21	Feb. 20	Mar. 20

*More details, including exact locations, times and registration forms will be mailed to all Indiana teachers.